DOCUMENT RESUME

ED 302 955 EA 020 656

AUTHOR Grady, Marilyn L.; And Others
TITLE Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987. A UCEA Resource Document, #1402.
INSTITUTION University Council for Educational Administration.
PUB DATE 88
NOTE 30p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; *Clinical Experience; *Educational Administration; Elementary Secondary Education; Higher Education; *Medical Education

ABSTRACT

This bibliography presents citations related to clinical experiences in educational administration. The citations have been divided into four categories: general, higher education, dissertations, and medical education. The general category includes entries that present the historical background of clinical experiences in educational administration. The general category also includes citations concerning the general value of the experiences, recommendations for the experiences, self-reports of intern experiences, and many other discussions of clinical experiences for K-12 administrators. The second category includes citations concerning clinical experiences, model programs,, and the preparation of higher education administrators. The third category lists doctoral dissertations on topics related to clinical experiences in educational administration. The final section includes citations from the literature regarding clinical experiences in medical education. (SI)

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A UCEA RESOURCE DOCUMENT

CLINICAL EXPERIENCES IN EDUCATIONAL ADMINISTRATION:
A SELECTED BIBLIOGRAPHY,
1960-1987

MARILYN L. GRADY
JEAN LAYTON
VICKI BOHLING-PHILIPI

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Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987

Marilyn L. Grady
Assistant Professor

with

Jean Layton and Vicki Bohling-Philippi
Graduate Research Assistants

University of Nebraska-Lincoln
1988

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Introduction

This bibliography presents citations related to clinical experiences in educational administration. The citations have been divided into four categories to assist those using the resource document. These categories are general, higher education, dissertations and medical education.

The general category includes entries which present the historical background of clinical experiences in educational administration. Articles which present some of this history include those by Henley (1970), Irvine (1963), Miklos (1983), and Trump, et al. (1969). Within the general category are entries which report model internship experiences. Some of these model programs are reported by Achilles & Hughes (1972), Adkinson, et al. (1980), Cullison (1984), Trump, et al. (1969), Trusty, et al. (1966), and Turner & Curry (1982). Also found in the general category are the entries which address clinical experiences for special education administrators. Blessing (1966), Finkenbinder (1981), Henley (1970), Milazzo & Blessing (1964), and Vergason, et al. (1984) are representative of the citations which address clinical experiences for special education administrators. The general category also includes the myriad citations which discuss the general value of the experiences, recommendations for the experiences, self-reports of intern experiences and many other discussions of clinical experiences for K-12 administrators.

A second division of the bibliography includes citations concerning clinical experiences and the preparation of higher education administrators. This higher education category is considerably smaller than the general category. Several citations within this division describe model programs (Andre & Edwards, 1978; Astin, 1966; Cox, 1966; Dobbins & Stauffer, 1972; Hall, 1963; and Phillips, 1969).

A third division of the bibljography includes the citations for doctoral dissertations which have been completed on topics related to clinical experiences in educational administration.

A final section of the bibliography includes citations from the literature regarding clinical experiences in medical education. These entries are included for the benefit of those who are interested in examining the literature on clinical experiences in another profession. The entries by Banta (1971), Floden (1980), and Munger (1968) present the history of medical education. Some of the medical education citations focus on promising practices (Barrows, 1983; Neumann & Elizur, 1979; and Newble, Elmslie, & Baxter, 1978). Another category of these citations focuses on evaluation of clinical experiences such as those by Larson,

Orleans, & Houpt (1980), Leahey & Tomm (1982), and Mazzuca, Cohen, & Clark (1981).

For the individual interested in developing clinical experiences for future educational administrators or the individual conducting research in this area, the citations should provide a foundation for both research and developmental activities.

Marilyn L. Grady
University of Nebraska-Lincoln
January 1988

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ABOUT UCEA

The University Council for Educational Administration (UCEA) is a nonprofit corporation whose members are major universities in the United States and Canada. A number of school districts are also affiliated with UCEA.

History

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization which would be devoted to improving the professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W.K. Kellogg Foundation to Teachers College of Columbia.

Between 1956 and 1959, with the help of the staff at the Teachers College office, UCEA's constitution and by-laws were formulated, the organization's purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The UCEA central office moved to The Ohio State University in 1959 and a small, full-time staff was hired. In 1984 the central office was moved to its present location on the campus of Arizona State University.

Since its inception, the Council has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

1. Broadening the content of preparation programs for educational administrators.
2. Extending use of more effective methods of inquiry to educational administration.
3. Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership.
4. Developing new instructional materials for administrator programs.
5. Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries.
6. Continuing efforts toward standards of excellence in research and in preparation programs for administration.

More recently, the Council also has focused considerable attention on strengthening relationships between institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. The major means to accomplish this has been the UCEA University and School District Partnership described later in this document.

UCEA GOALS AND ACTIVITIES

UCEA engages in a variety of activities and produces a number of publications and instructional materials. All these activities and products proceed from a basic set of goals sufficiently stable to give the organization identity, yet flexible enough to respond to changing conditions in educational administration.

Goals

Briefly stated, UCEA goals are:

- To advance understanding in all areas relating to educational administration and to enhance the research capability of participating institutions.
- To develop better methods of instruction, new materials, and other approaches to help bring about more effective pre-service and staff development programs for all professionals in educational administration.
- To create more effective pathways and networks for exchanging new understandings and better methods among persons working to advance educational administration.

Program Activities

A representative sample of the many types of activities sponsored by UCEA follows:

- Inter-institutional research projects on such subjects as principalship effectiveness, education policy, and managing resources.
- Articulation of new directions for research and training--for example, in formulating research perspectives, in preparing leaders to anticipate the future, and in establishing criteria for administrator certification.
- Development and testing of training programs for administrators that make effective use of resources in other disciplines--for example, strengthening the humanities in administrator preparation programs.
- Professional renewal opportunities for member institutions--for example, seminars and workshops on subjects such as methods of research, preparing leaders for the future, and coping with the challenges of urban education.
- Involvement of graduate students from member institutions in professional seminars, institutes, and conferences and in research and development projects.
- Creation of new organizations--the UCEA University and School System Partnership and the Inter-American Society for Educational Administration.

Publications

- **Educational Administration Quarterly** (established in 1965), a journal containing conceptual and theoretical articles, research analyses, and reviews of books in educational administration.
- **UCEA Review**, an in-house periodical that provides up-to-date information on UCEA activities and news from member universities and Partnership school districts.

In addition, UCEA regularly aids in the production and distribution of a wide range of books, monographs, special reports, and other media.

Instructional Materials

UCEA is especially concerned with the need to develop instructional materials that will improve administrator preparation programs. A number of simulations have been developed for this purpose, including the "Monroe City" urban simulation, developed and demonstrated in various parts of the U.S. and Canada by more than 180 professors from 40 universities. The most recent UCEA training tools is the Adams Middle School Simulation, a simulation of the urban middle school principalship.

The University Council for Educational Administration
116 Farmer Building, Tempe, Arizona 85287-2211 (602) 965-6690